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ABSTRACT

This paper suggests model lessons that elementary or secondary social studies teachers can use to integrate field-trip experiences directly into instruction, specifically, inquiry teaching. The Ohio Historical Center and the Ohio Village in Columbus, Ohio, are used as example museums. To illustrate the instructional activities, the authors selected the concepts of work, leisure, change, progress, and industrialization. The first lesson helps students develop and define the concepts of work and leisure. In lesson two, students evaluate various personal activities with respect to their stated definitions and generate hypotheses concerning the factors which help categorize different behaviors as either work or leisure. The third lesson takes place at the field trip site. At the museum, the students are asked to evaluate various 19th century activities, portrayed in the Currier and Ives prints, as work or leisure. Back in the classroom, the investigation could take a number of directions. For example, the students could use their evaluations of the museum prints to guide their study of early 19th century American social and economic life. The fourth lesson involves another trip to the museum. Students are asked to pick any ten items they would like to have as their own from the displays in the museum. Back in class, they must describe the item, state a reason for their choice, place the items they have chosen in a historical context, state if each item still exists as is, or exists in a changed form, and what may have caused the change. (Author/RM)

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THE INQUIRY PROCESS AND MUSEUM FIELD TRIPS: A TECHNIQUE FOR THE CLASSROOM

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The Inquiry Process and Museum Field Trips:
A Technique for the Classroom

General Overview

As an introduction, consider this often repeated classroom occurence:

> "Alright now class, today we are going to visit the County Historical Museum. I want you to pay attention to the guide and learn as much you can. Be sure to look at all of the exhibits. Now get your things together and let's go wait for the bus to arrive."

Later, at the museum, this scene can frequently be observed:

> The teacher is seated in the museum auditorium after a brief introduction to the museum by a volunteer guide, talking to one of the field trip monitors who also made the trip. Throughout the duration of the visit, there seems to be relatively little concern shown for how the students should be exploring the museum. At the same time, the students are aimlessly wandering about the display area after the short formal tour has ended, somewhat confused as to what they should be doing, sometimes stopping to casually look at an exhibit of interest, and then moving on to another section of the museum.

The next day, back in the classroom, the teacher says:

> "I hope that everyone enjoyed the field trip yesterday and learned a lot. Now we are going to continue with our study of the Cold War Era."

Hopefully, the overstated scene above does not represent the majority of teachers who take field trips with their classes. We are sure that most would consider the teacher above both negligent and irresponsible. However this brief, and totally fictious, account does serve to illustrate several points concerning the authors' views with respect to school based field trips. First, field trips are often

isolated from the current topic of instruction and are used for their own inherent value or to provide a change of pace for the class. Obviously, this is not always the case, but it does occur as in the example above. Further, even if the field trip is related to in-class instruction, often little is done to integrate the on-site visit into the classroom activities, which can leave the students confused as to the purpose of the field trip. Certainly, this is not an example of good teaching.

In addition, frequently the resources and contents of the museum (or other field trip location) are unfamiliar to the classroom teacher, sometimes so much so that he/she might even hesitate to "get involved" with the field trip, and thus lets the students learn what they can on their own. In any case, without knowing what is available at the site, and how it can be used, the effectiveness of the field trip is surely lessened. It is our position that an attempt should always be made to make appropriate plans and provide the necessary links between on-site activities and in-class instruction.

As mentioned above, a museum field trip is often perceived by teachers as an activity that students should experience for its own sake, and is used as such. In this approach to the activity, an assumption is made that there is an intrinsic educational outcome to field trips, either in the cognitive or affective domains, or both. The experience is seen as educationally profitable since the students get the opportunity to see what the world, past and present, has to offer. While this may be true, it is a rather narrow and limiting perspective of field trips. Therefore, we would like to suggest an alternate approach. This approach attempts to integrate the field trip directly into instruction, specifically, inquiry teaching. Since a museum,

by design, is a reservoir of art, artifacts, and documents on display, it seems to make sense that a museum field trip should be part of a carefully planned instructional experience for students, rather than an isolated activity. In this way the resource can be used to its fullest.

To help clarify what a museum field trip can be, using a slightly different type of field trip as an example may be helpful. Social studies teachers generally are familiar with the instructional uses of a community study. In essence, the teacher attempts to create a richer educational experience for the students through the interaction of the resources in the community with the planned instruction in the classroom. Such interaction often provides meaning for the abstract classroom material by giving the students direct experiences in the community. In addition, as the study proceeds, the students' knowledge and perceptions of their community are enriched through the instruction taking place in the classroom. Likewise, a teacher planning a museum field trip should seek the same balance of interaction between the site visit and the classroom instruction as in a well developed community study.

It seems evident that a community study requires a great deal of planning and preparation by the teacher if it is to be successful. Unit goals, methods, timing, coordination, activities, and resources must be considered before the study is undertaken. This time and energy are spent by the teacher becaues he or she believes in the study's ability to stimulate, enrich, and provide a meaningful and educationally significant experience for the students. It is our belief that a museum field trip should be treated no less importantly. The museum field trip should be a purposeful activity within the context of larger unit goals for instruction.

We also believe that the purpose of education in general, and social studies in particular, ought to be the development of individuals who are capable of thinking in a reflective manner.[1] In light of this, the museum field trip should be incorporated into appropriate methods of instruction which will enhance this goal. Therefore, we will suggest below some activities that can lead to an instructionally integrated museum field trip based on an inquiry orientation and using an an example museum the Ohio Historical Center and the Ohio Village, both located on one site in Columbus, Ohio.

It is important to recognize that the activities we suggest be viewed as hypothetical. There are two main reasons for this. First, in order to demonstrate the inquiry method, it was necessary to create a unit set up on an inquiry basis. We are assuming, with any of the activities, that there would be related classroom instruction both before and after the museum field trip. Therefore, the activities are not complete in themselves, but rather are parts of an integrated instructional exercise.

Second, our suggested activities may not be transferable verbatim to various particular situations. Obviously, the materials and artifacts on display at the Ohio Historical Center probably are not available everywhere. To illustrate the instructional activities, we selected the concepts of work, leisure, change, progress, and industrialization as examples. These concepts were used because the resources available at the Center lend themselves nicely to an investigation of these ideas, not because the concepts are intrinsically important. The activities should therefore be used as models, to be applied in different ways and with various concepts as the circumstances dictate. We hope these activities will help teachers design their own integrated field trips.

Lesson One - Introduction

The goal of the first three lessons is an investigation into the factors which influence the definition of the concepts of work and leisure. The first lesson, and the two which follow, can be viewed as an introduction into an inquiry unit. This lesson helps the students to develop and define the concepts of work and leisure. Lesson two then raises some problems for the students and their definitions by having them evaluate various personal activities with respect to their stated definitions. By the end of lesson two, the students will have generated some hypotheses concerning the factors which help categorize different behaviors as either work or leisure. The third lesson takes place at the field trip site. At the museum, the students are asked to evaluate various 19th century activities, portrayed in the Currier and Ives prints, as work or leisure. Afterwards, back in the classroom, the investigation could take a number of directions. The students could continue to look into the concepts of work and leisure, and how these concepts affect their lives. Or, they could use their evaluations of the museum prints to guide their study of early 19th century American social and economic life. Similarities and differences between the present and the past could be noted and analyzed. Students could then reconsider their attitudes concerning work and leisure in a historical context. Regardless of the direction of the investigation, the museum field trip will have become an integrated part of the unit, rather than an isolated activity.

In this first lesson we have borrowed generously from the work of Hilda Taba.[2] The framework of the lesson (and lesson two as well) is based on her inductive approach for concept development. However,

it should not be inferred that the lesson is an exact reproduction of her work. Those who would like a more in-depth treatment should consult Taba's work directly.

Lesson one is outlined on page 17, and is divided into the three main categories of eliciting questions, overt activity, and covert mental operations. In general, Taba believed that through proper questioning by the teacher (eliciting questions) in reference to student statements, materials, and activities in the classroom (overt activity), that students could be guided to various types of desired thought. By guiding the students initially, Taba believed they would then develop the necessary logic skills to become autonomous thinkers. We have maintained this format for lesson one and two. At each point on the outline, the eliciting question, and the corresponding overt activity and covert mental operation can be seen in relation to each other and in sequence.

Objective

To develop the concepts of work and leisure with the students.

Procedure

In step one, students are shown slides of people behaving in various ways. The activities range from farming, industrial, and office behaviors to competitive games and weekend or vacation rituals. In addition, slides of commercial advertising are also shown to the students. As the teacher shows each slide, the students are to identify the behavior, which the teacher then writes on a chalkboard or overhead transparency.

Next the teacher asks the students which of the activities listed are similiar in nature or have common characteristics. As the students

respond, the teacher can circle the activities with colored chalk or pens to help the students with a visual grouping of the items. Then, at the direction of the teacher, the students should try to label the groups which have just been identified. At first, many different labels will be suggested, and all should be accepted. As the process continues, an attempt should be made to narrow down the categories until only two remain, which are then also labeled by the students.

In step four, the students break down into groups and try to propose suitable definitions for the activities grouped above. In essence, they are to define work and leisure. After ten to twenty minutes, the students are to return to their seats and individually write a definition for both concepts (possible student responses are listed on page 18). These definitions will henceforth be known as belief statements and should be collected at the end of the period so that they may be used again later in the unit.

Lesson Two - Objective

To create a condition of ambiguity for the students with respect to their attitudes concerning work and leisure.

Procedure

This lesson is outlined on page 19. Initially, the students are shown the slide of the professional football players from the previous day and are asked if the athletes are engaging in work or leisure. The students are then to consider their answers in relation to their belief statements already developed. Time should be spent here discussing the students arguments, considering possible reasons for their assumptions, and the possible consequences of their line of reasoning.

Up to this point, the students have not directly considered or evaluated their own activities with respect to the concepts of work and leisure. At an appropriate time during the discussion above, the teacher should introduce this idea, and have the students complete the likert scale (shown on page 20) individually. The students should respond to the various activities listed on the scale in accordance with their belief statements. Once this exercise is completed, the results should be tallied and placed on the chalkboard or overhead projector for the class. The public listing of the results should prompt further discussion and generate some additional issues for consideration such as:

> Are the attitudes we hold concerning work and leisure primarily culturally defined, based on personal experience, or merely individual preferences?
>
> If our attitudes of work and leisure are culturally defined, then what factors influence the formation of these attitudes?
>
> Should work and leisure be considered as opposite forms of activity?

In concluding this exercise, the teacher may wish to have the students reconsider some concepts or generalizations previously addressed in the classroom. A list of possible concepts can be found on page 21. The purpose here is to have the students project their understanding of work and leisure into other contexts and relate this specific situation to concepts previously developed. By the time the students have finished these two exercises, they should be ready to further investigate the concepts of work and leisure. It is at this point that the museum field trip can be brought into the instructional sequence to provide the students with additional information concerning the concepts in question. In this way the field trip is not an isolated activity, but fits nicely into the inquiry orientation already established.

Lesson Three - Introduction

Sometimes the best way we have of understanding ourselves is to observe someone else. The museum field trip in this lesson, and the accompanying exercise prompts the students to do just that. Within the Ohio Historical Center is a display of Currier and Ives prints illustrating various facets of 19th century American life. At the museum, the students are required to evaluate the behaviors depicted in the prints as either work or leisure activities. While the main purpose of the exercise is to gather evidence concerning attitudes towards work and leisure, other possibilities certainly exist. The activity could provide an introduction to the study of life in 19th century America. In addition, if the concept of ethnocentrism was to be investigated, the field trip could provide the students with a quantity of data. By studying American life as it used to be, present ethnocentric attitudes might be altered. As can be seen, the one field trip could be structured to serve a variety of goals.

Objective

To have the students identify specific instances of work and leisure in a historical setting and consider the impact of technology on various behaviors.

Procedure

In order to provide guidance for the students while they are in the museum, the worksheet (found on page 22) should be given to them before they leave on the field trip, and its function explained clearly. The worksheet itself, however, is to be completed as the students explore the museum. The students' assignment for this exercise is fairly straightforward. For each print (the number of prints the students need to examine

may vary according to individual circumstances), five categories of information need to be collected. First, the students need to list the title of each print. Since the information will be used later in the classroom, it is important that the prints studied be identifiable. Second, the behaviors depicted in the print should be stated. While this may appear to be simple, it is possible that different students, evaluating the same print, could come up with a list of different behaviors. Third, the students must state whether the depicted behavior is work or leisure, and briefly offer an explanation of their reasoning with respect to their belief statements. The teacher should be aware that there are no right and wrong answers at this point. The information the students are collecting will later be used to help evaluate their hypotheses concerning the concepts. Fourth, the students need to determine if the depicted behaviors are still performed as a part of the present day culture. For this they will probably have to rely on their knowledge and experience. Fifth, if the students determine that the behavior is no longer performed in the culture, or has been modified in some way, they are to identify any machines (or other pieces of technology) that they think might have caused the elimination, or change of the behavior. Clearly, their statements and ideas in this category are hypotheses which will need to be tested at a later date.

This lesson, therefore, can fulfill more than one goal. While the primary purpose may be in the collection of data to test out stated hypotheses, it can at the same time provide the stimulus to form new hypotheses concerning different ideas and concepts. In this way, the lesson helps to connect related concepts (work, leisure, and technology), and provide a framework for the continuing inquiry in the classroom.

Lesson Four - Introduction

This activity is somewhat different from the lessons which precede it. For the purposes of this lesson, it is assumed that the concepts of change and progress have already been introduced to the students, and that they are ready to begin their investigation. In this way, this exercise is not intended to be an initial activity for the students. Rather, it should occur further along in the inquiry process, at the evidence gathering stage. In that respect, it resembles lesson three in purpose and design.

Furthermore, while the previous lessons certainly address values, they are dealt with in relation to belief statements. The students' experiences and attitudes are used as a basis for value positions, either expressed or implied. In this exercise, the students' values are brought to the fore in a direct fashion through likes and dislikes, needs and desires.

Regardless of the above differences, the general purpose of the lesson remains the same. There is an attempt to integrate a museum field trip into the on-going inquiry in the classroom. The students, when confronted with a problem, provided by the exercise, build hypotheses, and use the resources of the museum to help in the decision-making process. Finally, the students take a position on the issue, based in part on the visual evidence they have gathered during the field trip.

Objective

To engage students in making value choices, and have them apply those choices to the concepts of change and progress.

Procedure

The students are initially required to pick any ten items they would like to have as their own from the displays in the museum. They need to describe the item and state a reason for their choice. The reason may be personal, cultural, economic, or based on any other motive. Any reason is acceptable, at this point it is most important that the students be able to state the reason. The point is that in most cases the choice will be based on a value held by the student and needs to be verbalized. Later, back in the classroom, if the teacher and students wish to continue an investigation of the various reasons for choices (and thus values) which came up, they can do so.

After the students have made their choices, they need to place the items they have chosen in a historical context. Next, they are to state if each item still exists as is, or exists in a changed form, and what may have caused the change. As in the previous lessons, it is at this point that various hypotheses may be advanced.

Finally, the students have to consider the concept of progress in relation to the items they have chosen and the hypotheses they have stated. In applying what they have seen to the concept of progress, the students will have used the displays in the museum as evidence in their investigation of the concept. Pages 23-24 contain forms for this lesson.

Summary

This lesson has attempted to accomplish several goals. First, by having the students choose items based on their wants and desires, an attachment to the item is created. This makes the following exercises that much more meaningful to the student. It also paves the way for the continuation of a study of the various values held by the students.

Second, through their investigation the students become somewhat familiar with the items they have chosen, and consequently with the historical context in which they were used. In this way, specific content does play an important part in the inquiry process.

Finally, by examining each item in relation to the corcept of progress, the student can utilize the visual information available in the museum. The displays become part of the evidence needed before a decision or solution to the problem can be reached.

Lesson Five - Introduction

In this exercise, we will attempt to integrate a second type of field trip into classroom instruction, namely an on-site visit of a historical area. In one sense, this type of field trip resembles the community study mentioned earlier more than a typical museum field trip. In many cases, the historical area chosen for study would be a part of the community. However, for our purposes, and because of ease of access, the Ohio Village, located adjacent to the Ohio Historical Center in Columbus, Ohio will provide an example for the exercise.

The Ohio Village is a reconstruction of an Ohio town of the 1830's - 1850's. Contained within its gates are the various buildings and establishments that constituted a village of the period. There is a school, town hall, hotel and restaurant, gunsmith, bank, tinsmith, general store, doctor's house, funiture shop, weaving shop, china shop, leather shop, blacksmith, photographer, and print shop. All of these establishments are staffed by volunteers, dressed in period costumes, who are knowledgeable about, and/or proficient in their various crafts. In addition, many of the buildings and shops front a village square and small green area (see map page 26). Thus, the Ohio Village is similiar in function to Greenfield Village, Dearborn,

Michigan, or any of the historic areas of Boston, Philadelphia, or Williamsburg, Virginia. It is a location where interested students, and the public in general, can go to see the past recreated much as it was.

For the purposes of this exercise, it is necessary to assume that the students have already started an investigation into a particular problem or topic. In this case, a study of pre-industrial versus post-industrial communities and institutions would provide the needed context. In fact, this exercise could be used easily in conjunction with Lesson Four above. Therefore, we are assuming that the problem to be investigated has been delineated, students have framed several hypotheses concerning the problem, and a initial search for information has begun. It is at this point in the inquiry process that this field trip could be used profitably.

Objective

To gather evidence for determining the validity of hypotheses previously generated by the students.

Procedure

As the students explore the site, they should have available a form similiar to the one found on page 25. At each shop or location, the students are to describe the institution in the space provided. Their description can focus on different aspects, but should include as much information as possible in relation to the hypotheses they have stated. The function of the institution in the community, the nature of the building, the role of the individual (the teacher, for example) in the community, and the relationship of one institution to another in the community seem to be natural areas of investigation. It should be made clear to the students however, that they are to record whatever evidence they feel is important

for the purposes of their investigation. In most cases, the primary sources of the information will come from the visual evidence available, and from the volunteers in the village who can answer student questions. Naturally, it is up to the students to evaluate the validity of the information they gather. This validation process can take place during the field trip, but probably will have to continue back in the classroom as well. In this way, the field trip is not an end in itself, but just one facet of an integrated instructional experience for the students.

Conclusion

It is obvious, we believe, that the lessons contained in this paper could not be implemented without a great deal of preparation on the part of the teacher to become familiar with the inquiry process, and to get to know the community in which the school is located so that available resources can be used to their maximum effectiveness.

The major points we wished to convey are basically that an inquiry orientation is a desirable way to instruct when the goal is instilling in students the process of reflective thinking. By using the inquiry method, students can be guided in attaining the logical thinking skills necessary for reflection. After they have mastered the skills, it is hoped they will continue to use them.

In addition, we have tried to show how a museum field trip can be integrated into the inquiry process so that it becomes an effective component in an instructional sequence. While a field trip can be used for experiential purposes alone, it can be used for much more. We hope that we have demonstrated some of these uses and that interested teachers will be able to use the ideas and models contained in this paper to aid their classroom instruction.

APPENDIX:

LESSON OUTLINES AND FORMS

LESSON ONE*

OBJECTIVE: TO DEVELOP THE CONCEPTS OF WORK AND LEISURE WITH THE STUDENTS.

ELICITING QUESTIONS	OVERT ACTIVITY	COVERT MENTAL OPERATIONS
1. WHAT IS THE PERSON IN THE PHOTOGRAPH DOING?	1. TEACHER: LIST THE STUDENTS' RESPONSES	1. DIFFERENTIATING
2. WHICH BEHAVIORS ARE SIMILIAR? ON WHAT CRITERIA	2. GROUP THE SIMILIAR BEHAVIORS TOGETHER AND CIRCLE WITH COLORED CHALK	2. IDENTIFYING COMMON PROPERTIES AND ABSTRACTION
3. WHAT COULD WE CALL THESE GROUPS?	3. STUDENTS LABEL THE VARIOUS GROUPS	3. DETERMINING THE HIERARCHICAL ORDER OF ITEMS
	4. HAVE THE STUDENTS BREAK DOWN INTO GROUPS AND PROPOSE VARIOUS DEFINITIONS FOR WORK AND LEISURE	4. FORMULATING HYPOTHESES
	5. HAVE EACH STUDENT INDIVIDUALLY WRITE HIS OR HER OWN DEFINITION	5. BELIEF STATEMENT
	6. HAVE SEVERAL STUDENTS READ THEIR DEFINITIONS FOR THE CLASS	

* BASED ON HILDA TABA'S TEACHER'S HANDBOOK FOR ELEMENTARY SOCIAL STUDIES, ADDISON-WESLEY, READING, MASS., 1967.

LESSON ONE (CONT)

EXAMPLES OF POSSIBLE STUDENT DEFINITIONS FOR WORK AND LEISURE

1. WORK IS WHENEVER YOU HAVE TO EXERT YOURSELF.
2. WORK IS WHEN YOU RECEIVE PAYMENT FOR SERVICES PERFORMED.
3. WORK IS BEING ENGAGED IN ANY MENTAL OR PHYSICAL ACTIVITY.
4. WORK IS DOING YOUR HOMEWORK.
5.
6.

1. LEISURE IS BEING ABLE TO DO WHATEVER YOU WANT TO DO.
2. LEISURE IS PLAYING GAMES.
3. LEISURE ACTIVITIES ARE THOSE FOR WHICH YOU DO NOT RECEIVE PAYMENT.
4. LEISURE IS HAVING TIME TO REST.
5.
6.

LESSON TWO

OBJECTIVE: TO CREATE A CONDITION OF AMBIGUITY FOR THE STUDENTS WITH RESPECT TO THEIR ATTITUDES CONCERNING WORK AND LEISURE.

ELICITING QUESTIONS	OVERT ACTIVITY	COVERT MENTAL OPERATIONS
1. ARE THE PROFESSIONAL ATHLETES ENGAGING IN WORK OR LEISURE?	1. STUDENTS RESPOND TO TEACHER'S QUESTION	1. AMBIGUITY DIFFERENTIATION
2. HOW DOES THIS RELATE TO YOUR DEFINITIONS OF WORK AND LEISURE?	2. STUDENTS CONSIDER THEIR ANSWERS IN LIGHT OF PREVIOUS DEFINITIONS	2. FORMATION OF TENTATIVE HYPOTHESES, DEFINING CAUSE AND EFFECT RELATIONSHIPS, GENERALIZING
3.	3. STUDENTS INDIVIDUALLY COMPLETE LIKERT SCALE*	3. EVALUATING, DIFFERENTIATION
4. WHY ARE THE BEHAVIORS CONSIDERED WORK OR LEISURE? ARE WORK AND LEISURE OPPOSITES? ARE THEY ALWAYS DEFINED ON AN INDIVIDUAL BASIS?	4. TOTAL CLASS RESPONSES OF LIKERT SCALE AND DISCUSS RESULTS	4. DEFINING CAUSE AND EFFECT RELATIONSHIPS, EVALUATING
5. DOES THIS MEAN THAT AN ARTISAN IS ENGAGED IN LEISURE WHILE AN INDUSTRIAL EMPLOYEE IS ENGAGED IN WORK?	5. TEACHER MAKES REFERENCE AND GENERALIZES TO CONCEPTS PREVIOUSLY PRESENTED**	5. GENERALIZING, AND EXTRAPOLATING

LESSON TWO (CONT)

LIKERT SCALE

BELOW YOU WILL FIND A LIST OF 15 DIFFERENT BEHAVIORS. USING YOUR DEFINITIONS OF WORK AND LEISURE, EVALUATE EACH OF THE BEHAVIORS BY PLACING A CHECK IN THE APPROPRIATE COLUMN. USE "SA" IF YOU STRONGLY AGREE WITH THE STATEMENT; "A" IF YOU AGREE; "D" IF YOU DISAGREE; AND "SD" IF YOU STRONGLY DISAGREE.

	SA	A	D	SD
1. READING A BOOK IS WORK.				
2. WATCHING T.V. IS WORK.				
3. DANCING IS WORK.				
4. SHOPPING FOR NEW CLOTHES IS WORK.				
5. TYPING A LETTER IS WORK.				
6. WASHING A CAR IS WORK.				
7. PAINTING A PICTURE IS WORK.				
8. RUNNING OR JOGGING IS WORK.				
9. COOKING DINNER IS WORK.				
10. IRONING IS WORK.				
11. PLAYING BASKETBALL IS WORK.				
12. MOWING THE GRASS IS WORK.				
13. RIDING A BICYCLE IS WORK.				
14. STRUMMING A GUITAR IS WORK.				
15. SWIMMING IS WORK.				

LESSON TWO (CONT)

EXAMPLES OF CONCEPTS PREVIOUSLY DISCUSSED TO BE USED AS POINTS OF GENERALIZATION

ART
ARTISAN
AUTOMATION
BUREAUCRACY
CAPITALISM
CHANGE
COLLECTIVE BARGAINING
CONSPICUOUS CONSUMPTION
CONSPICUOUS LEISURE
CONSUMER
CRAFTMANSHIP
DEMOCRACY
DIVISION OF LABOR
ECONOMIC EFFICIENCY
EDUCATION
ETHNOCENTRISM
FREEDOM
GENERAL WELFARE
INDUSTRIALIZATION
NATURAL RIGHTS
NORMS
OUTPUT
PROGRESS
PRODUCER
SOCIAL CLASS
SOCIAL CONTROL
SOCIALISM
SOCIALIZATION
SPECIALIZATION
TECHNOLOGY
URBANIZATION
VALUES

LESSON THREE

OBJECTIVE: TO HAVE STUDENTS IDENTIFY SPECIFIC INSTANCES OF WORK AND LEISURE IN A HISTORICAL SETTING AND CONSIDER THE IMPACT OF TECHNOLOGY ON VARIOUS BEHAVIORS.

	TITLE OF PRINT	BEHAVIOR DEPICTED	IS THE BEHAVIOR WORK OR LEISURE	IS THE BEHAVIOR STILL PERFORMED	IF NOT, HAS A MACHINE ELIMINATED THE BEHAVIOR? HOW?
1.					
2.					
3.					
N..					

LESSON FOUR

OBJECTIVE: TO ENGAGE STUDENTS IN MAKING VALUE CHOICES, AND HAVE THEM APPLY THOSE CHOICES TO THE CONCEPTS OF CHANGE AND PROGRESS.

INSTRUCTIONS: AS YOU EXPLORE THE MUSEUM, PICK OUT TEN ITEMS OR ARTIFACTS YOU WOULD LIKE TO TAKE HOME WITH YOU TODAY. LIST YOUR CHOICES BELOW, DESCRIBE EACH ONE CLEARLY, AND BRIEFLY STATE A REASON FOR EACH SELECTION.

	ARTIFACT	DESCRIPTION	REASON FOR CHOICE
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

LESSON FOUR (CONT.)

INSTRUCTIONS: NEXT, PLACE EACH ITEM OR ARTIFACT PREVIOUSLY CHOSEN INTO ONE OF THE TWO GROUPS BELOW ON THE BASIS OF WHEN IT EXISTED OR WAS USED, AND FILL IN THE CHART FOR EACH ITEM. FINALLY, ANSWER THE QUESTION AT THE BOTTOM OF THE PAGE.

ARTIFACT BELONGS TO THE PRE-INDUSTRIAL WORLD	DOES IT STILL EXIST? IF NOT, WHY?	DOES IT EXIST IN A CHANGED FORM?	WHAT MAY HAVE CAUSED THE CHANGE?
1.			
2.			
3.			
N...			
ARTIFACT BELONGS TO THE POST-INDUSTRIAL WORLD			
1.			
2.			
3.			
N...			

IN LIGHT OF YOUR RESEARCH TODAY, SHOULD PROGRESS ALWAYS BE CONSIDERED BENEFICIAL? EXPLAIN YOUR POSITION.

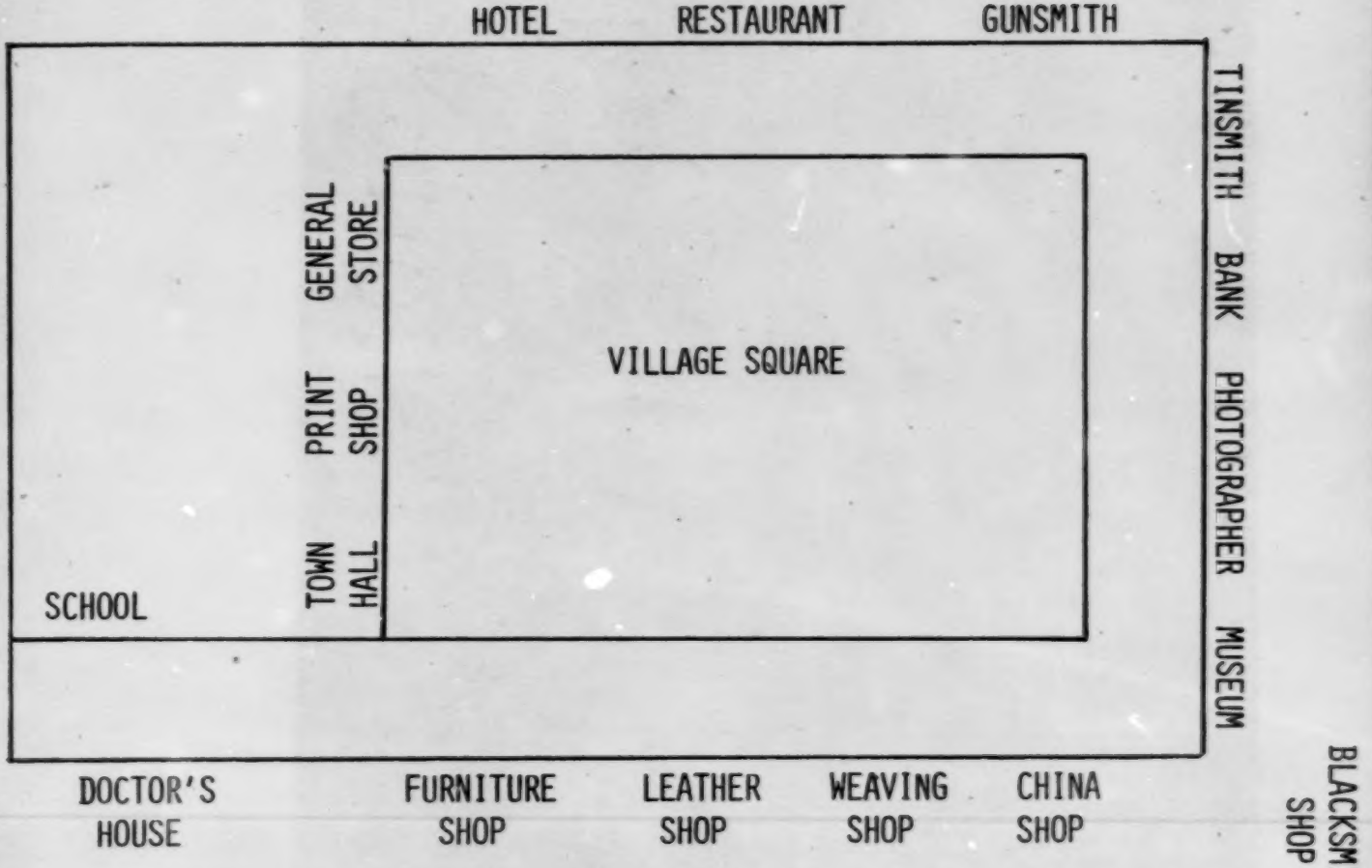
LESSON FIVE

OBJECTIVE: TO GATHER EVIDENCE FOR DETERMINING THE VALIDITY OF HYPOTHESES PREVIOUSLY GENERATED BY THE STUDENTS.

INSTRUCTIONS: FOR EACH OF THE LOCATIONS BELOW, DESCRIBE THE INSTITUTION REPRESENTED IN THE SPACE PROVIDED. YOU MAY WANT TO CONSIDER THE FOLLOWING CATEGORIES: FUNCTION OF THE INSTITUTION IN THE COMMUNITY; TYPE OF STRUCTURE FOR THE INSTITUTION; ROLE OF THE INDIVIDUAL ASSOCIATED WITH THE INSTITUTION; RELATIONSHIP OF ONE INSTITUTION TO ANOTHER WITHIN THE COMMUNITY; OR ANY OTHER CATEGORY YOU FEEL IS APPROPRIATE.

LOCATION	DESCRIPTION
SCHOOL HOUSE	
VILLAGE GREEN	
GENERAL STORE	

OHIO VILLAGE MAP



NOTES

1. John Dewey, How We Think. Reflective thinking has been defined in numerous ways, however the definition which Dewey advanced still can be useful today. For the authors, reflective thought is an "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends".

2. Hilda Taba, Teacher's Handbook for Elementary Social Studies.

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